

Cover Sheet
Teacher-Developed Classroom Units and Assessments

____Unit

____Assessment

AUTHOR(S): _____

TITLE: _____

SUBJECT AREA(S): _____

GRADE LEVEL/AUDIENCE: _____

DATE: _____

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Colorado History A Collaborative Lesson Plan developed by the Library Media Center and the 3rd grades of Douglass Elementary Boulder Valley School District

Boulder Valley School District

Language Arts Standard #5:

Students apply research skills to locate, select, and make use of relevant information.

3rd Grade Benchmarks:

5.4 Using a variety of resources to gather information
(Books, Internet, and Searchasaurus are utilized.)

5.1 Using a variety of strategies to identify and investigate
(General topic of Colorado is webbed with entire class and sub-group topics are also brainstormed before individuals conduct research.)

5.7 Taking notes, outlining using graphic organizers, and identifying main ideas in resource materials (Individuals organize notes using key words highlighted on corner of notecards.)

5.6 Using organizational features of electronic media to locate information (Emphasis on use of key words to search on bookmarked sites.)

5.9 Compiling information and choosing the appropriate presentation
(Small groups share throughout school year as they complete their focus of interest.)

Overview:

This project is different from most of the other research units we design in our media center. The general theme of Colorado History is taught throughout the school year in 3rd grade. The students come to the library in small groups to research their area of focus. The Indian group worked in January, the Trappers and Traders in February, and the Settlers and Ranchers (cowboys) will work in April. The last group of researchers will study Mining and Railroading in May.

Time Line:

Day 1 - Overview of Project - Entire Class
Webbing names of groups that settled Colorado
Selecting group topics if time permits

(Teachers and LMS have conferred prior to this overview and will guide students towards topics that need to be covered in this unit. Topics will also match available resources in LMC.)

Day 2 - 15 Students come to LMC in small groups to:
Locate materials
Read about topic in general
Read to answer specific questions
Record relevant data
Develop a visual aid to accompany report
(This last step may be completed in classroom or at home)

LMS, teachers, parents, and paraeducators assist individuals to identify key information, and to record it in their own words. Students are provided with notecards and assign key words to the cards to organize their work. Paraphrasing and selecting relevant data are the key skills emphasized in this stage of the unit.

The LMS models the process of recording data on a set of cards. This model is the standard that students use throughout 3rd, 4th, and 5th grades at Douglass Elementary. It is introduced in 3rd grade and reinforced every year after 3rd.

Culminating Activities:

Students use the information they have gathered about their topic to create an oral report, which is presented to the class at the end of the group's session. (Some groups may need three weeks and others only two.)

Prior to their presentations, the LMS practices with each group and organizes their speeches into a logical framework. She also helps them to introduce and provide closure for their group report. Students are encouraged to be creative with their presentations and to gather up scenery, costumes, models, artifacts, or whatever is necessary to give life to their research!

Final Thoughts: These activities are designed to emphasize the research process rather than the making of an elaborate end product. Students should thoroughly enjoy their work in the library media center so they feel positive about future assignments that involve research in the LMC.

Another 3rd grade teacher is using the Colorado research data to help his students construct a class game. As his students prepare sets of questions and answers, they are ready to ask, "Is that your final answer?"

Special education needs are addressed in this unit by the individual help given by the resource teacher and the media specialist when they are working with small groups of students in the library. The variety of ways the students can present the results of their research also allows for special needs students, who may have trouble always producing a written report. Materials are also available with a variety of reading levels.

Our third grade teachers provide their students with another opportunity to do research in the Douglass library. Each student is allowed to pick a topic he has a passion for and to research it in depth. They share the results of their research with their class by giving a Two Minute Talk (TMT). The process developed in this Colorado unit is repeated in the individual assignments at the end of the year and reinforces the main concepts of paraphrasing and notetaking.

The collaboration of the LMS and the staff of Douglass Elementary allows the basic research information to be utilized by students in a variety of ways over the years. The students no longer associate research with a mandatory written report. They have come to feel very positive about their work in the library and are eager to share their results with their classmates.

_____, Media Specialist

_____, 3rd Grade Teacher

Notecard Rubric

	Advanced	Proficient	Basic	In Progress
Category	Topic narrowed Adequate Resources	< - - - - - >	- - - - - >	Topic too broad Too many resources
Selection	Key words on all corners	Many key words on corners	Some key words	No key words used
Organization	All cards have 1 topic Topic matches key words	Many cards with 1 topic Topic matches key word	Some cards with 1 topic Topic matches key word	Many topics mixed on cards No match to key words
	Used own words Paraphrased information	Most Cards have own Words	Some Cards have own Words	Information copied from text
Information	Used short notes on all cards	Many short notes	Some short notes	Used sentences instead of short Nnotes
	Relevant and accurate information	Most information is relevant and accurate	Some information is relevant and accurate	Inaccurate information and little is relevant
Sources Identified	Multiple and varied sources	Three or more sources	Two sources	Only one source
	All cards linked to sources	Most cards linked to sources	Some cards linked to sources	No credit given to sources